



Hal Urban visits local schools...getting both teachers and students ready to face another year.
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Keep your body as sharp as your mind with these wellness tricks for teachers.
PAGE 2



The Media Department Gets a Makeover with a new coordinator and location!
PAGE 3



Educational Service Unit 17 Newsletter

The Radford Report...

*"Good teachers share one special quality.
They're all a little crazy...about their jobs!"
-Hal Urban*

This is where we write a beautiful story about Hal Urban or other members of the ESU staff. It is going to be super cool and full of lots of information that you may never use but we have to put it together anyway. This is where we write a beautiful story about Hal Urban or other members of the ESU staff. It is going to be super cool and full of lots of information that you may never use but we have to put it together an-

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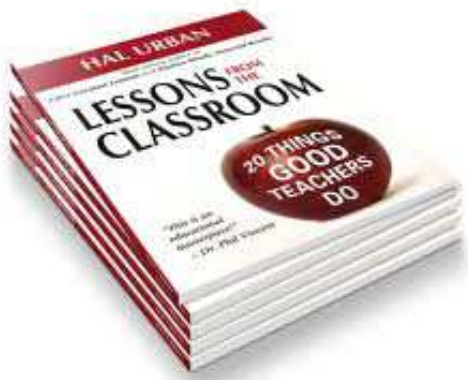
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Lessons from the Classroom

20 Things Good Teachers Do...

1. Good teachers share one special quality...they're all a little crazy about their jobs!
2. Good teachers have two important goals...high standards in character and academics.
3. Good teachers form a partnership with parents.
4. Good teachers start teaching at the door.
5. Good teachers teach manners and the Golden Rule.
6. Good teachers create a caring community in their classrooms.
7. Good teachers protect the atmosphere from toxic words.
8. Good teachers use words that nourish the atmosphere.
9. Good teachers start every class with something positive.



10. Good teachers, along with their students, have a mission.
11. Good teachers use the power of visible reminders.
12. Good teachers help their students own and honor the rules.
13. Good teachers have high standards and high expectations.
14. Good teachers help their students understand the power of choice.
15. Good teachers tell good stories.
16. Good teachers use the power of quotations.
17. Good teachers laugh with their students.
18. Good teachers help their students set lifetime goals.
19. Good teachers catch their students doing things right.
20. Good teachers get better every year.



Lessons from Hal Urban

“Good teachers have two important goals...to set high standards in character and high standards in academics.” - Hal Urban

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The Media Center Gets a Makeover

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What's Coming Up? ESU Fall Events Sneak Peak

NSSRS Workday

September 5, 2012 and October 2, 2012
9:00 am–3:00 pm
ESU #17 Tech Center, Ainsworth

Intermediate iPad Tools to Engage Your Students

September 26, 2012
9:00 am–3:00 pm
ESU #17 Tech Center, Ainsworth

Using Online Resources to Engage Your Students in Writing

September 27, 2012
9:00 am–3:00 pm
ESU #17 Tech Center, Ainsworth

MAP Regional Meeting (polycom)

October 2nd, 2012
9:30 am–3:00 pm
ESU #17 Tech Center, Ainsworth

RTI Math

Sept 21, 2012–Western Nebraska Community College, Sidney
Sept 28, 2012–ESU #10, Kearney
October 19, 2012–Northeast Community College, Norfolk
November 2, 2012–ESU #3, LaVista

2012-2013 Statewide Crisis Team Training

October 22-23, 2012–Levels I and II at ESU #10, Kearney
October 29-30, 2012–Levels I and II at Country Inn and Suites, Lincoln

For more information, upcoming trainings, and to register, visit our website at www.esu17.org!

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5 ways

to become a healthier you...

1

Eat less: Skip condiments and dipping sauces. These flavor enhancers can make you eat 40 percent more food than if you ate it

2

Walk your way to a better mood. A brisk daily jaunt can help alleviate stress, anxiety and depression.

3

Learning a new language? Cement your memories while you sleep. Playing audiotapes while you snooze may help you learn faster.

4

Meditate your way to a more positive outlook. People who meditated regularly were happier, calmer and more compassionate to others.

5

Pump iron to get brawny and brainy. Routine strength training may ward off dementia in those already experiencing lapses in memory.

Educational Staff Article of Sorts

"Here there will be an inspirational quote that both summarizes the content and eloquently displays the content of the article so those who are reading it can get a feel before they even begin."

"Decades of education research support the idea that by teaching less and providing more feedback, we can produce greater learning," says author/consultant Grant Wiggins in this trenchant *Educational Leadership* article. He proceeds to clarify a fuzzy term: "Basically, feedback is information about how we are doing in our efforts to reach a goal."

In some situations, feedback is unspoken and immediately informative: hitting a tennis ball, telling a joke, seeing if students are attentive. But when people give us feedback, it often takes the form of value judgments or advice. Aren't judgments and advice helpful? Not if you want to cause learning, says Wiggins. Telling a student, *Good work!* or *This is a weak paper* provides no actionable information. Telling a student, *You need more examples in your report*, or a baseball player, *You might want to use a lighter bat* is, in most cases, annoying. "Unless it is preceded by descriptive feedback, the natural response of the performer is to wonder, 'Why are you suggesting this?'" says Wiggins.

Here are examples of effective feedback: *Good work: Your use of words was more precise in this paper than in the last one, and I saw the scenes clearly in my mind's eye.* or *Each time you swung and missed, you raised your head as you swung so you didn't really have your eye on the ball. On the one you hit hard, you kept your head down and saw the ball.* Here are Wiggins's criteria for effective feedback:

Goal-referenced – "Information becomes feedback if, and only if, I am trying to cause something and the information tells me whether I am on track or need to change course," he says. A teacher might say, *The point of this writing task is to make readers laugh. So, when rereading your draft or getting feedback from peers, ask, How funny is this? Where might it be funnier?*

Tangible and transparent – "Alas, far too much instructional feedback is opaque," says Wiggins. He tells about a student who was confused by his teacher's frequent jotted comment on his English papers – "Vag-oo." (What the teacher meant was *vague*!) Wiggins recommends that teachers videotape themselves teaching at least once a month to see how clearly they are coming across to students. *Actionable* – Students need to know specifically what to do. The following pieces of feedback are not concrete, specific, or useful: *Good job!* *You did it wrong.* *B+.*